

अड़तालीस

- (a) मेरी छोटी बहन मुझ से लंबी है।

My little sister is taller than me.

- (b) मेरी दूसरी बहन मुझ से बड़ी है।

My other sister is older than I. (bigger)

- (c) मेरी दोनों बहनें मुझ से छोटी हैं।

Both my sisters are younger than me. (smaller)

Talking about women and girls: Example (a) refers to one sister, presumably younger; the forms are all singular. (b) refers to one girl or woman, and shows respect; everything is plural except the noun sister. (c) refers to several sisters; all the forms are plural.

- (d) मेरा तीसरा भाई मुझ से छोटा है।

My third brother is smaller than I am. (younger)

- (e) मेरे दूसरे भाई मुझ से लम्बे हैं।

My other brother is taller than me.

My other brothers are taller than me.

Talking about men and boys: Here there is only a two-way distinction. The whole sentence is either singular or plural. If plural, it may refer to one person or several. If there is danger of confusion, more words can be added:

मेरे एक भाई one brother of mine

मेरे चारों भाई all four of my brothers

The pronoun मैं has a special form मुझ. The two forms मैं and मुझ are called the two cases of the pronoun. मैं is traditionally known as the direct case, and मुझ as the oblique case. (These names don't seem to mean anything; 'Form 1' and 'Form 2' would do as well, but would be harder to remember.) Some of the pronouns have different forms for the two cases, others use the same form.

उनचास

The oblique case is used with postpositions, and in other special situations.

<u>Direct</u>	<u>Oblique</u>	<u>Examples</u>		
मैं	मुझ	मुझसे	मुझ पर	मेरा
I		than I from me	on me	my
यह	इस	इससे	इसमें	इसका
this, she he, it		than him than her	in it in this	his her its this one's
ये	इन	इनसे	इनमें	इनका
these, they he, she		than he than they	in him among these	his, her, their
वह	उस	उससे	उसपर	उसका
he, that	she, it,	than she from him	on it	his, her its
वे	उन	उनसे	उनमें	उनका
they, he, she those		than he than they	among them	his, her, their
आप	आप	आपसे	आपमें	आपका
you		than you from you	among you	your
हम	हम	हमसे	हममें	हमारा
we		from us than we	among us	our
I		than I	in me	my

These are only some of the possible meanings.

भारत के राष्ट्रपति कौन हैं ?
वहाँ के प्रधान मंत्री का नाम क्या है ?
भारत की केन्द्रीय सरकार के दफ्तर कहां हैं ?
दफ्तर में कौन कौन लोग काम करते हैं ?

भारत के राष्ट्रपति कौन हैं ?
आजकल भारत के राष्ट्रपति डाक्टर ज़ाकिर हुसेन हैं ।
और वहाँ के प्रधान मंत्री कौन हैं ?
श्रीमती इन्दिरा गांधी वहाँ की प्रधान मंत्री हैं ।
भारत-सरकार के दफ्तर कहां हैं ?
अधिकतर दफ्तर नई दिल्ली में हैं ।
उनमें कौन काम करते हैं ?
उनमें अफसर, बाबू लोग और चपरासी काम करते हैं ।
चपरासी क्या काम करता है ?

हमारा एक बच्चा है ।
 हमारा एक बेटा है ।
 उनका एक बेटा है ।
 उसके दो बेटे हैं ।
 उनके दो बेटे हैं ।
 उन लोगों के दो दो बेटे हैं ।

हमारी एक बेटी है ।
 उनकी दो बेटियाँ हैं ।
 उन लोगों की तीन लड़कियाँ हैं ।

हमारा कोई बच्चा नहीं ।
 हमारी कोई बेटी नहीं ।

उनके कितने बच्चे हैं ?
 पाँच हैं, दो लड़के और तीन लड़कियाँ ।
 उनमें सबसे बड़ा कौन है ?
 लड़का सबसे बड़ा है ।
 उससे छोटी दो लड़कियाँ हैं ।
 चौथा लड़का है और पाँचवीं लड़की ।

आपकी बड़ी बहन कहाँ रहती हैं ?
 वे बम्बई में रहती हैं ।
 क्या वे शादीशुदा हैं ?
 जी हाँ, वे शादीशुदा हैं और उनके दो बच्चे हैं ।
 लड़के हैं या लड़कियाँ ?
 दोनों लड़कियाँ हैं ।

बावन

Plurals:

The other kind of masculine noun ends with आ in the singular and ए in the plural (like the adjectives.)

हमारा बच्चा

our child

हमारे बच्चे

our children

Many feminine nouns end with ई in the singular and इयाँ in the plural.

उन की बेटी

their daughter (his, her)

उन की बेटियाँ

their daughters (his, her)

The his/her distinction appears in the translation, not in the Hindi. The gender of the noun controls the endings; the sex of the owner has nothing to do with it.

On the following pages more examples are given.

A respected person is referred to by the plural pronouns ये and इन, वे and उन. You must be consistent in this.

मेरे पिता जी -- उनका नाम

My father... his name...

मेरी सास -- इन का घर

My mother-in-law... her house

Equality:

लड़के एक उमर के हैं ।

The boys are of the same age.

लड़कियाँ एक उमर की हैं ।

The girls are of the same age.

पुलिंग

अच्छा नाम

बड़ा शहर

पुराना देश

छोटा प्रदेश

लम्बा दिन

अच्छा गांव

बड़ा आदमी

छोटा भाई

अच्छे नाम

बड़े शहर

पुराने देश

छोटे प्रदेश

लम्बे दिन

अच्छे गांव

बड़े आदमी

छोटे भाई

छोटा बच्चा

बुरा लड़का

सुन्दर बेटा

साफ कमरा

बड़ा दरवाजा

सीधा रास्ता

छोटे बच्चे

बुरे लड़के

सुन्दर बेटे

साफ कमरे

बड़े दरवाजे

सीधे रास्ते

स्त्रीलिंग

छोटी बहन	छोटी बहनें
लम्बी उमर	लम्बी उमरें
कच्ची सड़क	कच्ची सड़कें
पक्की इमारत	पक्की इमारतें
अच्छी तारीख	अच्छी तारीखें
बुरी बात	बुरी बातें
बड़ी मेज	बड़ी मेजें
अच्छी शिक्षा	अच्छी शिक्षाएँ
बड़ी कक्षा	बड़ी कक्षाएँ
उसकी रक्षा	हमारी रक्षा

छोटी बच्ची	छोटी बच्चियां
बड़ी लड़की	बड़ी लड़कियां
मेरी बेटी	मेरी बेटियां
लम्बी नदी	लम्बी नदियां
उसकी कुर्सी	उसकी कुर्सियां
गन्दी खिड़की	गन्दी खिड़कियां

बड़े भाई का नाम क्या है ?
बड़े लड़के का नाम क्या है ?
बड़ी लड़की का नाम क्या है ?
बड़ी बच्ची का नाम क्या है ?

आपके बच्चों के नाम क्या हैं ?
आपके लड़कों के नाम क्या हैं ?
आपकी बेटियों के नाम क्या हैं ?
आपकी लड़कियों के नाम क्या हैं ?

आपके कितने बच्चे हैं ?
हमारे दो बच्चे हैं ।
उन के नाम क्या हैं ?
उनके नाम अनिल और विनोद हैं ।
और उनकी उमरें ?
एक दस साल का है और दूसरा बारह का ।

छप्पन

The oblique singular forms of nouns and adjectives

Nouns and adjectives also have two cases, **but** the direct and oblique forms are alike in many instances (which has allowed us to avoid the matter so far.) All feminine nouns, **and** the adjectives used with them, have the same form in the oblique as in the direct case.

मेरी बेटी मेरी बेटी से (no change)

Masculine nouns of Type A (see page ५३) do not change.

यह शहर इस शहर में (no change)

Only Type B Masculine nouns have a special oblique form.

लड़का	लड़के का	of the boy
कमरा	कमरे में	in the room
नक्शा	नक्शे पर	on the map

For this kind of noun, the oblique singular form is like the direct plural. The same is true of the adjectives.

हमारा कमरा	हमारे कमरे में	in our room
मेरा बड़ा बेटा	मेरे बड़े बेटे से	from my older son

Marked (changeable) adjectives used with masculine nouns have this oblique case form with the ए ending whether the noun itself is of Type A or Type B.

यह छोटा शहर	इस छोटे शहर में	in this small city
वह लम्बा दिन	उस लम्बे दिन में	during that long day

सत्तावन

The oblique plural forms

In the oblique plural, all marked adjectives have the same form as in the oblique singular. This means ई endings for the feminine, ए for the masculine. All nouns have an oblique plural ending with ओं:

वे बड़े शहर	उन बड़े शहरों में
आपके छोटे बच्चे	आपके छोटे बच्चों से
आपके दो राजा	आपके दो राजाओं से
मेरी नई मेज़ें	मेरी नई मेज़ों पर
चौड़ी नदियां	चौड़ी नदियों के
बूढ़ी माताएं	बूढ़ी माताओं से

A postposition is attached to a phrase which may consist of one word or several. All the words of this phrase go into the oblique case.

वे लोग उस कमरे में हैं । Those people are in that room.

The phrase वे लोग is not involved with the postposition, and remains in the direct case.

Classroom expressions: (X) से पूछिये

Please ask (X)

मुझसे पूछिये ।	Ask me
उनसे पूछिये ।	Ask him. Ask her. Ask them.
उस से पूछिये ।	Ask him, Ask her. (a child or servant)
उन लोगों से पूछिये ।	Ask them. Ask those people.
दूसरे विद्यार्थियों से पूछिये ।	Ask the other students.
अपने दोस्तों से पूछिये ।	Ask your friends.

With imperatives (इये forms) 'your' is expressed by अपना.

अट्ठावन

आपका is not permitted in imperative sentences.

अपनी बीवी से न पूछिये । Don't ask your wife.

When a postposition is added to a phrase, the entire phrase goes into the oblique case.

हमारा दूसरा बच्चा	our second child
हमारे दूसरे बच्चे का नाम	the name of...

List your family on a chart:

राम लाल	बेटा	दस साल
उमा जी	सौतेली मां	?

Exchange charts and quiz each other:

आपके परिवार में कितने लोग हैं ?
बहन जी का नाम क्या है ? कहाँ रहती हैं ?
क्या वे शादी शुदा हैं ? उनके कितने बच्चे हैं ?

Some of these questions may strike you as a little too personal, but this is an attitude you will have to get over. On the other hand, matters which are perfectly matter-of-fact to us may be sensitive to members of another culture. An orthodox Hindu woman for instance, will not use her husband's name. If a problem like this arises, don't make an issue of it; just drop the subject. You can get the information you need for the chart--the names of the various relatives--without using any English.

Clichés

मेरे ह्याल में	in my opinion
आपके विचार में	in your opinion

पाठ तेईस

उनसठ

हम सात बजे उठते हैं ।
साढ़े सात बजे नाश्ता करते हैं ।
आठ बजे हम लोग स्कूल जाते हैं ।
साढ़े आठ बजे क्लास में होते हैं ।

डेढ़ बजे बाजार जाती हूं ।
दो बजे खाना पकाती हूं ।
ढाई बजे खाती हूं ।

साढ़े पांच बजे स्कूल बन्द होता है ।
सवेरे आठ बजे खुलता है ।

सवेरे कितने बजे घर से चलती हूँ ?
मैं साढ़े आठ बजे चलती हूँ और नौ बजे पहुँचती हूँ ।
वहाँ क्या करती हूँ ?
हिन्दी पढ़ती हूँ । सिर्फ हिन्दी ।

क्या आपके बच्चे स्कूल जाते हैं ।
जी हाँ, रोज सवेरे जाते हैं ।
छोटा बच्चा एक बजे वापस आता है और दूसरा साढ़े
तीन बजे ।
दोपहर को क्या करते हैं ?
विनोद सोता है, लेकिन बड़ा लड़का टेनिस खेलता है ।

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Abstract

This preliminary edition of the Foreign Service Institute's text in elementary Hindi is intended to "make it possible for students to begin using Hindi, from the first hour of class, to obtain information and exchange opinions about topics which are important to them." It is based on Stevick's "Microwave" style of lesson organization, which emphasizes communicative use of each cultural element as soon as it appears. (See ED 012 897 for a description of the Microwave Approach.) All Hindi appears throughout in Devanagari script; grammatical explanations, notes to the teacher, and occasional glosses appear in English. (AMM)

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An Active Approach to

H I N D I

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In the centennial year of Gandhi and Ghalib, we are happy to put forward a Hindi text which is, we hope, new in at least some respects. The philosophy underlying this Approach is as follows.

People learn language by using it--by using it for its real purposes: communicating, obtaining food, transportation, information, and other necessities.

This Approach is intended to make it possible for students to begin using Hindi, from the first hour of class, to obtain information and exchange opinions about topics which are important to them.

The first subject of conversation introduced in the text is geography. The names and locations of the countries, states, and cities of South Asia are important to every student, whether he is hoping to go there in the near future or is studying the area with some other interest. The first hour therefore begins by putting up a large outline map and making sure that everyone has the basic facts.

The Approach is intended to be flexible, so that the subject matter can be adjusted to the interests of the class. A group going to Delhi, for example, will want to spend some of its time with the city map. Students slated for a definite post in the area will want to find out all they can about the locale; they will question the instructors about conditions in South Asia, particularly in their home districts.

On the other hand, the instructors will want to know more about the U.S. They can direct the same kinds of questions to the students. The U.S. map can also be discussed with profit; an American in South Asia will be asked constantly about his country and his home town. A review of the names, locations, capitals, sizes, and major cities of the several states might be in order.

The second main topic for conversation is autobiographical. One's family and background are always topics of interest. Here again each student will adjust the subject matter to fit himself, to say things that are true (or at least credible) and interesting. Other topics are introduced by the text, and before long the students themselves are choosing subjects for conversation to fit their own needs.

This Approach is mainly concerned with introducing the main grammatical features of Hindi; we regard this as the core of the language learning problem. Obviously, grammar isn't enough; this text is only one of several necessary teaching techniques.

Acquiring a good pronunciation is important, but obviously this cannot be learned from a book; the student must hear the sounds. In the same way, he must train his ear to understand spoken Hindi.

Grammatical accuracy is indispensable for anyone who aspires to speak the language well. Two methods of achieving this are widely used. The system of 'pattern practice' emphasizes drill on a set of sentences which are grammatically alike, differing only in one feature, usually a set of vocabulary substitutions. The other attack on grammatical accuracy is the 'dialog' approach based on mastering individual sentences. The latter approach is used here; for each grammatical point, the student must master and use a number of sentences, either some of those given in the printed text or others derived from them, with different vocabulary, which are certified by the teacher as correct and appropriate. He must then require himself to use these in appropriate situations constantly.

This emphasis on learning individual sentences in no way implies a lack of respect for the 'grammar drill' type of teaching; what kinds of drills, and how they are to be used, is left to the judgement of the instructor. The simplest kind of manipulations may be enough. These are vocabulary substitutions: noun and adjective substitutions in the earlier units, pronoun substitutions later, and verb substitutions in the last half of the book; in all cases, with the necessary adjustments of endings for proper grammatical agreement. This much is essential. Many teachers will want to add more complex exercises. The experienced teacher will adapt his methods to the needs of the class.

Vocabulary is another matter. Every student must acquire a large vocabulary if he is to carry on any sort of conversation. Learning a large number of words has usually been regarded as a huge and unpleasant task for students. It is in the treatment of the vocabulary problem that the 'microwave' approach is a new departure.

The purposes for which students learn Hindi differ greatly. Some are going to India in the immediate future. Others wish to read the literature. A whole class may consist of Peace Corps volunteers preparing to work in a particular technical specialty. Another class may contain people of the most varied interests. The kind of vocabulary that one kind of student needs may be completely different from what another wants.

The selection of vocabulary is made the responsibility of the students. The text uses subjects which should be of interest to most students. As each grammatical pattern is learned, the class must find additional vocabulary with which to use it. These words must then be used, actively and correctly, in conversation, discussion, and dispute, for the remainder of the course. In this way both the vocabulary and the grammar patterns will become the permanent property of the student.

We have tried throughout to keep the emphasis on Hindi, rather than on English. For this reason, the basic material of each unit is printed always on the right-hand page, while translations, explanations, and notes follow. A minimum of translation is given; enough, we hope, to make the meaning of each grammatical feature clear, but not enough to encourage translation practice or lengthy discussion in English.

The translations given are in almost all cases intended as idiomatic equivalents in colloquial American English, which sound appropriate to the situation in which they are used. Word-for-word translation has been avoided. In no case should these English equivalents be taken as definitions of words or narrowly limited indications of meaning. It is in the treatment of meaning that Hindi differs most from English, and any attempt at 'literal' renditions will lead to absurdities.

We have not been bound to a specific format, except for the distinction of right-hand, basic, pages, and left-hand ancillary pages. Where space remained, we have added some of the miscellaneous notes on vocabulary and usage that are necessary in any text. Occasionally a minor grammatical point is added also.

The Hindi portions of the text were printed in India and inserted in the typed English notes. The result, while somewhat irregular, is at least legible, and presents the language in its normal printed appearance.

The Devanagari script is used throughout. We feel strongly that this is the only proper way of writing Hindi; all kinds of romanization have deficiencies more serious than the minor eccentricities of Devanagari spelling. More serious is the degrading effect the roman alphabet inevitably has on the pronunciation of students. Since the traditional orthography is such an accurate representation of the spoken language, it seems very inefficient to interpose any transitional alphabet between it and the student.

The exclusive use of Devanagari of course requires that the student learn to read this script very early in his training (unless he is to rely entirely on his sound-memory.) Learning to read Hindi should not be a difficult process. An Introduction to Written Hindi is also available.

Using the Approach in the classroom:

There are two ways of using each unit. First the teacher teaches the new sentences to the students; second, the students use them. We will refer to these as the M-phase and the C-phase.

In beginning a new unit, the first step is mimicry. The instructor says the first sentence many times, in a normal, natural manner, and each student mimics him as closely as he can.

In mimicing, the student should concentrate at first on the overall shape of the sentence--the rise and fall of the voice, the rhythm, the emphasis. This will not be difficult, since Hindi is much like English in this respect, except that the English-speaking student will tend to slight the unstressed vowels and

must strive to give each syllable its full value. It seems best to get the sound pattern of the sentence, and then to work on individual consonants and vowels within this framework. The opposite approach--working for accuracy in each vowel and consonant first, and then attempting to put them together in a sentence--rarely results in natural-sounding speech.

The second step of the M-phase is for meaning. Students learn a better pronunciation if they give it their full attention first, before beginning to think about the meaning. In the early units, the teacher may just tell the students what each sentence means. In later units, students will understand part of the new sentence, and can ask in Hindi for clarification. In any case, only a minute or two should be spent on learning meanings, and discussion in English should be avoided. This is a Hindi course.

Third, after a little more practice (still striving for good pronunciation) and the sentences will have been memorized.

These three steps, using Mimicry, Meaning, and Memorization, constitute the M-phase. Some of the grammatical Manipulation mentioned above should be added here. The class now moves into the C-phase, using the new sentences in Communication and Conversation.

The C-phase usually begins with simple question-and-answer exchanges, the teacher asking individual students the questions learned in the M-phase, students asking each other, and students putting these questions to the teacher. The teacher continues to insist on good pronunciation, correcting errors by repeating the full sentence for the student to mimic.

As this gets easier, the students begin to expand the conversation, bringing in words and phrases previously learned, and asking for pertinent new vocabulary. While it is essential that the students bring in additional vocabulary items, care must be exercised in doing so.

In most units one or two 'model conversations' are printed. They suggest ways of using the C-phase. Often they show shorter forms of the sentences taught in the M-phase. (People do not always talk in long, full sentences. The shorter forms given are correct and appropriate.)

Each unit teaches not merely a few sentences but a pattern for making sentences. A sentence pattern may be thought of as containing one or more "slots" into which certain kinds of words can be "plugged in." For instance, in the English pattern

I am (X) years old.

the X slot is for numbers. In the pattern

This is called an (X).

almost any noun will fit.

The first page of each unit gives a group of sentences all made on the same pattern. By the end of the M-phase, the class will have discovered the slot in which words are being substituted. During the C-phase they can begin substituting other words, to talk about other subjects.

In the beginning, however, the student's freedom to say whatever he wants must be limited. At first, it will be closely limited; only those words which will fit the one open slot of each pattern can be permitted. Any others will confuse the student. This still leaves a very large number of sentences which can be built on each pattern, as many as there are appropriate substitutions in the slot. Moreover, since the student is pressed to combine all the patterns he has learned, the number and variety of conversational exchanges that can be developed is enormous. The student thus has plenty of scope for creative ingenuity, and his success in learning to speak Hindi will depend on how actively he experiments with the available patterns.

In the early units, substitution items will be mostly nouns. Since there are several types of nouns, not every noun the student might wish to use will fit. Until the student has learned to use all types, he will be limited in the substitutions he can make. The topics suggested in the earlier units will help to steer the choice of substitutions. The alert instructor will help the class with suitable (and interesting) words, but items which go beyond the pattern will creep in occasionally. When this happens (the sudden failure of understanding will give warning) just pass the offending item by. Don't try to explain it; just let it drop.

By the time unit 22 has been mastered, the student knows almost everything there is to know about nouns, adjectives, pronouns, and the modifiers that go with them. From there on he really can talk about almost anything he wants to. The qualifier almost is still necessary, because Hindi is so unlike English; two English sentences may be built on the same pattern, while the corresponding Hindi sentences show two entirely unrelated patterns. A different "idiom", if you like.

At first, the instructor should take part actively in these conversations to get them going, then gradually withdraw as the students gain confidence. If a student says something which is not a grammatical sentence, the teacher will say the correct form for him and the student will repeat it. (If the M-phase has been learned thoroughly, there will not be many errors.) But the teacher should not interrupt or object to what a student says, so long as it is Hindi -- so long as it makes sense.

There are other uses of language besides the exchange of information. On page 6 we have included a greeting sequence ('Hello, how are you?'). This short dialog admits very little variation; we have called it a Ritual. Learn this as a set piece and use it when appropriate during the day. Eventually you can incorporate whatever variations you hear Hindi speakers using. You will see other rituals, such as the doorway game ('After you'). At a convenient time, ask your instructors to teach you these exchanges; learn them as seriously as you would any other sentences and form the habit of using them on all appropriate occasions. (Keep watching to see what kind of behavior is appropriate to what occasion.)

Another kind of utterances we call useful expressions or clichés. These are the one-sentence or one-word remarks that fill the gaps in conversation, and mostly pass unnoticed. Accumulate a variety of these; they give an impression of fluency, and give you time to think.

This course is called An Active Approach to Hindi. The instructors will introduce the language, but the activity must come mainly from you.

August 15, 1969

Technical Note: A procedure for mimicry

While you are introducing a new cycle for the first time, the students focus their attention on you. Therefore they should not have their books open. They need to watch you as well as listen to you.

- (1) Say the first sentence aloud, and pause while the students repeat it.
- (2) Say it again, and let the class try again to imitate you.
- (3) Repeat the sentence three or four times more, pausing each time for the whole class to repeat it. It is most important to say the sentence normally. A good teacher always speaks at a normal conversational speed. Try to repeat the sentence the same way each time, using the same emphasis and the same inflection every time you say it. (This is not easy to do.)
- (4) By this time, most of the class will probably be able to say the sentence acceptably. If it is a long sentence, however, they may still be having difficulty. You can make it easier for them by using a 'backwards buildup'.

For instance, if the sentence is:

इस देश का नाम क्या है ?

build it up out of shorter sentences this way:

क्या है ?

नाम क्या है ?

देश का नाम क्या है ?

इस देश का नाम क्या है ?

If the full sentence was difficult for them at first, let them repeat each of the shorter ones after you and work their way up to the longer sentence. When they have caught the whole sentence, repeat it for them several more times.

When the class can repeat the whole sentence fairly well, begin working with students one by one.

- (1) Look at one student and say the sentence. He will repeat it after you.
- (2) Say it once more, and listen as he repeats it.
- (3) Choose another student, and say the sentence for him to repeat twice.
- (4) After each student has repeated it after you at least twice in this way, return to the student you started with in (1), and have him repeat it after you. By this time he has heard you say the sentence many times and it will be much easier for him. You will probably notice a great improvement in his pronunciation.
- (5) Last of all, you may return to any student who has been having difficulty with this sentence, and give him another chance. Every student has now said the sentence a dozen times or more, and he has heard you say it many times. Be sure that every time he hears it, he hears you say it normally, said the same way.
- (6) If some students are still having difficulty, use the backwards buildup technique for them individually.

एक

पाठ एक

यह चीन है ।

यह रूस है ।

यह बर्मा है ।

यह पाकिस्तान है ।

यह भारत है ।

यह क्या है ?

दो

Unit 1 introduces this sentence pattern:

यह (X) है ।

This is (X).

यह चीन है ।

This is China.

यह रूस है ।

This is Russia.

यह भारत है ।

This is India.

The question also fits this pattern:

यह क्या है ?

This is what?

यह this can be omitted.

बर्मा है ।

It's Burma.

Useful expressions:

मालूम नहीं ।

I don't know.

याद नहीं ।

I don't remember.

जी ?

Pardon? What did you say?

ठीक है ।

That's right.

Model Conversation:

यह क्या है ?

What's this?

यह नेपाल है ।

This is Nepal.

और यह ?

And this?

भूटान है ।

It's Bhutan.

पाठ दो

तीन

इस देश का नाम चीन है ।

इस देश का नाम रूस है ।

इस देश का नाम बर्मा है ।

इस देश का नाम पाकिस्तान है ।

इस देश का नाम भारत है ।

इस देश का नाम क्या है ?

चार

The pattern of these sentences is

इस देश का नाम (X) है।

The name of this country is (X).

इस देश का नाम चीन है।

The name of this country is China.

इस देश का नाम रूस है।

This country's name is Russia.

इस देश का नाम भारत है।

The name of this country is India.

इस देश का नाम क्या है ?

The name of this country is what?

देश country may be omitted:

इस का नाम क्या है ?

What's the name of this one?

नाम name may also be left out, if the meaning is still clear without it.

और इस का ?

And this one's?

Useful expressions:

जी हाँ।

Yes.

जी नहीं।

No.

MODEL CONVERSATION

इस देश का नाम क्या है ?

इस का नाम तिब्बत है।

Practice this simple question-and-answer routine first.

Each student should take a turn at the map and ask several questions. Then begin to extend the conversation like this:

इस देश का नाम क्या है ?

इस का नाम भारत है।

जी हाँ, यह भारत है। और इस का नाम ?

लंका है।

प्रदेश	राजधानी	सरकारी भाषा
आन्ध्र प्रदेश	हैदराबाद	तेलगू
आसाम	शिलोंग	आसामी
उड़ीसा	भुवनेश्वर	उड़िया
उत्तर प्रदेश	लखनऊ	हिन्दी
केरल	त्रिवेन्द्रम	मलयालम
गुजरात	अहमदाबाद	गुजराती
जम्मू और कश्मीर	श्रीनगर	कश्मीरी
नागालैंड	कोहिमा	
पंजाब	चंडीगढ़	पंजाबी
पश्चिमी बंगाल	कलकत्ता	बंगाली
बिहार	पटना	हिन्दी
मद्रास	मद्रास	तामिल
मध्य प्रदेश	भोपाल	हिन्दी
महाराष्ट्र	बम्बई	मराठी
मैसूर	बंगलौर	कनाडा
राजस्थान	जयपुर	हिन्दी
हरियाणा	चंडीगढ़	हिन्दी

छ:

To the Student:

Continue pointing at countries on the map, asking your instructor यह क्या है ? and learning the Hindi names of all the countries shown. Practice asking each other this question until everybody knows them all. If you don't have an answer, say याद नहीं । or मालूम नहीं । and ask someone else यह क्या है ?

Ritual

नमस्ते ।	Hello.
आइये ।	Come in!
बैठिये ।	Have a seat.
आप कैसे हैं ?	How are you?
ठीक हूँ ।	I'm fine.
और आप ?	And you?
ठीक हूँ ।	I'm fine.
शुक्रिया ।	Thank you.
कल मिलेंगे ।	We'll get together tomorrow.
नमस्ते ।	Goodbye.

नमस्ते is an all-purpose greeting; it can be used for Hello, Goodbye, Good Morning, Good evening, and Good Night.

पाठ तीन

यहां है ।
बम्बई कहां है ?
कराची कहां है ?
दिल्ली कहां है ?
लाहोर कहां है ?

बम्बई कहां है ?
यहां है ।

कलकत्ता वहां है ।
पटना वहां है ।
रंगून वहां है ।

कलकत्ता कहां है ?
और पटना ?
और रंगून ?

कराची कहां है ?
यहां है ।
और कलकत्ता ?
वहां है ।

आठ

यहां है ।

Here it is.

वहां है ।

There it is.

कहां है ?

Where is it?

कराची कहां है ?

Where is Karachi?

कराची यहां है ।

Karachi is here.

कराची वहां है ।

Karachi is there.

कराची है ।

It's Karachi.

पेशावर है ।

It's Peshawar.

लंका है ।

It's Ceylon.

A typical Hindi sentence has three basic parts. The verb comes last, the subject first, and the rest in between.

यह	बंबई	है ।
इसका नाम	क्या	है ।

The subject does not have to be stated; the first three sentences above illustrate this. Subject and verb only make a complete sentence, as in the last three. The verb by itself can be a sentence.

जी हां है ।

Yes. It is.

पाठ चार

इस शहर का नाम क्या है ?

इसका नाम आगरा है ।

इसका नाम कानपुर है ।

इसका नाम लाहोर है ।

और इसका ?

और उसका ?

इस शहर का नाम क्या है ?

इसका नाम बम्बई है ।

और उसका ?

उसका नाम आगरा है ।

जी नहीं, आगरा वहाँ है । यह क्या है ?

याद नहीं ।

दस

इस शहर का नाम
उस शहर का नाम

the name of this city
the name of that city

इस का नाम
उस का नाम

its name (the name of this one)
its name (the name of that one)

Use this unit to learn the names and locations of all the major cities of India, Pakistan, and the surrounding countries.

The following sentences will be used constantly.

सुनिये ।
बोलिये ।
फिर बोलिये ।
बताइये ।
दिखाइये ।
नक्शे पर दिखाइये ।
हिन्दी में बोलिये ।
शुरू कीजिये ।
आप शुरू कीजिये ।

Please listen.
Please speak.
Please say it again.
Please tell us.
Please show us.
Please show us on the map.
Please speak in Hindi.
Please begin.
You start, please.

और यह ?
और वह ?

And this?
And that?

पाठ पांच

इस प्रदेश का नाम क्या है ?

इस प्रदेश का नाम पंजाब है ।
 इसका नाम गुजरात है ।
 इसका नाम राजस्थान है ।

और इसका ?

और उसका ?

इस प्रदेश का नाम क्या है ?

इसका नाम मैसूर है ।

और उसका ?

उसका नाम बिहार है ।

और उसका ?

उसका नाम केरल है ।

जी नहीं, केरल इसका नाम है । उसका नाम
 आसाम है ।

अच्छा, ठीक है । शुक्रिया ।

बारह

The information discussed here is important to everyone who is interested in India. It will probably be necessary to review this daily with the map, until all students are well-informed on this topic. The U. S. map can also be discussed.

Negatives: Negative statements are made by placing नहीं before the verb.

इसका नाम रूस नहीं है ।

Its name is not Russia.

After नहीं, है is often omitted.

वह ठीक नहीं ।

That's not right.

With imperatives (theइये form) न is used.

न भूलिए ।

Please don't forget.

न सोइये ।

Please don't go to sleep.

Strong prohibition is expressed with मत .

अंग्रेजी मत बोलिये ।

Don't speak English!

In many classes it is necessary to use this sentence frequently.

पाठ छै

बिहार में
गुजरात में
कराची में
नेपाल में

बम्बई किस प्रदेश में है ?
पुरी किस प्रदेश में है ?
लाहोर किस देश में है ?
लंदन किस देश में है ?
ताजमहल किस शहर में है ?
कुतुब मिनार किस शहर में है ?
वह किस शहर में है ?

कराची कहाँ है ?
पाकिस्तान में । पश्चिमी पाकिस्तान में ।

आपका घर कहाँ है ?
भारत में है ।
किस प्रदेश में ?
उत्तर प्रदेश में ।
और उसमें कहाँ है ?
देहरादून में है ।

चौदह

ढाका में

in Dacca

किस प्रदेश में

in what state?

उम शहर में

in that city

बंबई किस प्रदेश में है ?

What state is Bombay in?

वह न्यू यार्क में है ।

It's in New York.

आपका घर

your home.

Hindi uses a set of little words like में. They are called postpositions. Postpositions have more or less the meanings of the English prepositions. They follow the word or phrase they refer to.

When used with postpositions, यह and वह take the forms इस and उस.

By this point students will have learned many place names. Other nouns are likely to raise grammatical problems. Here are a few more nouns which are quite safe.

चीज़

किताब

फ़र्श

मकान

क़लम

कागज़

सड़क

मेज़

रूमाल

नदी

कुर्सी

पहाड़

Write in translations only if you feel you must.

The class may also ask for additional please expressions like those on page १०. Keep them short and useful.

It is absolutely essential to keep reviewing previous units, and to keep using the sentence patterns previously learned, combining them with the new ones.

पाठ मात्र

आज मंगलवार है ।

आज सात नवम्बर है ।

आज कौनसा दिन है ?

आज कौनसी तारीख है ?

आज कौनसा दिन है ?

आज मंगलवार है ।

आज कौनसी तारीख है ?

आज सात नवम्बर है ।

जी नहीं, आज सात नहीं, आठ नवम्बर है ।

सोलह

आज कौनसा दिन है ?

मंगल है ।

और कौन सी तारीख ?

दस अगस्त है ।

What day is this?

It's Tuesday.

And what date?

This is August 10.

Write the current date on the blackboard. Practice this ritual daily for the rest of the course.

Clichés

अच्छा

तो

इजाजत दीजिये ।

फिर आइये ।

माफ़ कीजिये ।

समझाइये ।

O.K.

well... (use this when hesitating)

Please excuse me. (when leaving)

Please come again.

Pardon me.

Please explain.

Continue accumulating useful words and phrases like these conversation openers, fillers, and closers. Vary the greeting ritual (p.६) with other polite phrases. Different greetings are preferred by people of different religious and regional backgrounds.

पाठ आठ

सत्रह

मेरा नाम लाल है ।
मेरा नाम वर्मा है ।

मेरी उमर बीस साल है ।
मेरी उमर तीस साल है ।

आपका नाम क्या है ?
आपकी उमर क्या है ?

आपका नाम क्या है ?
मेरा नाम मोहन है ।

और आपकी उमर ?
बीस साल है ।

अट्ठारह

मेरा नाम

my name

आपका नाम

your name

मेरी उमर

my age

आपकी उमर

your age

Use your own name and age.

With the noun नाम my is expressed by मेरा and your by आप का.

With the noun उमर, मेरी and आप की are used. उमर is not a sensitive topic in Hindi.

Limit these questions to these forms: my, your.

Don't ask about family or other people not present.

अन्दर आइये । कुर्सी पर बैठिये ।

शुक्रिया ।

आपका नाम क्या है ?

मेरा नाम मदन है ।

आपकी किताब कहां है ?

यहां है ।

अच्छा, आपकी कौनसी है ?

यह मेरी है और वह मेरी पत्नी की है ।

आपकी जेब में है ?

जी नहीं, मेरी जेब में नहीं, हाथ में है ।

उन्नीस



बीस

Names and titles can be a little complicated. Hindu men are usually addressed by their last name (which is probably the caste name) with the politeness word जी:

वर्मा जी

Mr. Verma

Most Hindu women prefer to be known by their first name, with जी:

ऊषा जी

Miss Usha

Moslem men use the last name (which may or may not be a family name), or the first name, with साहब:

खान साहब

Mr. Khan

अली साहब

Mr. Ali

A married Moslem woman is addressed by her husband's last name, preceded by the title बेगम

बेगम खान

Mrs. Khan

Unmarried Moslem women usually use the first name with साहिबा:

फातिमा साहिबा

Miss Fatima

Foreigners are mostly साहब .

ब्राउन साहब

Mr. Brown

If you don't know the person's name, or are not sure how he wishes to be addressed, the following are fairly safe: A man can be addressed as भाई साहब brother, but don't use this for an elderly or high-ranking person. A woman of your own age can be called बहन जी sister. A respectful form for speaking to an older lady is माता जी mother.

पाठ नौ

लंका की राजधानी क्या है ?
 इस प्रदेश की राजधानी क्या है ?
 पाकिस्तान की राजधानी क्या है ?
 उसकी राजधानी क्या है ? —

इस देश की राजधानी क्या है ?
 इसकी राजधानी काबुल है ।
 और उस देश की ?
 उसकी काठमांडू है ।

इस प्रदेश का नाम क्या है ?
 इसका नाम यू० पी० है ।
 और इसकी राजधानी ?
 इसकी राजधानी लखनऊ है ।

बाईस

The two kinds of nouns

There are two basic types of nouns in Hindi. With the first type का is used, and adjectives which end with आ .

प्रदेश का नाम	the state's name
मेरा नाम	my name
कौन सा दिन	which day?
कौन सा शहर	which city?

With the others की is used, and adjectives have an ई ending.

प्रदेश की राजधानी	the capital of the state
मेरी उम्र	my age
कौन सी तारीख	which date?

The traditional names for these two noun classes are Masculine (the आ words) and Feminine (the ई words.) These terms are not to be taken too seriously. The names of most male dieties, persons, and animals belong to the Masculine class, and nouns which designate females are mostly in the Feminine class, but there are many exceptions. Every noun must belong to one class or the other, and there is no reasonable explanation for the fact that an utterly sexless word like दिन is considered Masculine while तारीख, which has almost the same meaning, is Feminine. The point is, आ endings are used with some, and ई endings with the others.

Hindi dictionaries list nouns as पुलिंग (Masculine) or स्त्रीलिंग (Feminine). The abbreviations are पु० and स्त्री० .

पाठ दस

सिर्फ आदमी	मैं	उत्तर प्रदेश का	हूँ ।
	मैं	देहरादून का	हूँ ।
	मैं	भारत का	हूँ ।
सिर्फ औरतें	मैं	महाराष्ट्र की	हूँ ।
	मैं	बम्बई की	हूँ ।
	मैं	भारत की	हूँ ।
दोनों	आप	किस प्रदेश के	हैं ?
	आप	कहां के	हैं ?
	आप	किस शहर की	हैं ?
	आप	कहां की	हैं ?

आप किस प्रदेश के हैं ?

उत्तर प्रदेश का हूँ ।

और किस शहर के हैं ?

देहरादून का हूँ ।

बहन जी, आप कहां की हैं ?

मैं भारत की हूँ ।

और किस शहर की हैं ?

बम्बई की हूँ ।

चौबीस

हूँ is the verb am. The pronoun मैं I may be used with it, but it is not necessary. हूँ shows that the subject is मैं .
Speaking of himself, a man uses the masculine form का .

यहाँ का हूँ ।	I'm a local resident.
तीस साल का हूँ ।	I'm thirty years old.

A woman uses the feminine की .

भारत की हूँ ।	I belong to India.
मैं बीस साल की हूँ ।	I'm twenty.

The pronoun आप you requires the verb हैं are.

Speaking to a man, the masculine plural के is necessary.

आप कहाँ के हैं ?	Where are you from?
कितने साल के हैं ?	How old are you?

The feminine form is की in the plural as well as in the singular.

कहाँ की हैं ?	Where are you from?
कितने साल की हैं ?	How old are you?

The postposition का - के - की basically means of.

This is the only postposition with more than one form.

Prices:

किताब का दाम	}	price of a book
किताब की कीमत		
गेहूँ का भाव		rate of wheat .
इस चावल का भाव क्या है ? What's the rate for this kind of rice?		

पाठ ग्यारह

क्या यह ठीक है ?

क्या यह सच है ?

क्या यह याद है ?

क्या यह मालूम है ?

सच है या नहीं ?

याद है या नहीं ?

ठीक है या नहीं ?

छब्बीस

You have learned to make statements on the pattern

A is B. A B है ।

वह सच है ।

That is true.

उसकी राजधानी कलकत्ता है ।

It's capital is Calcutta.

A true-false question is made by putting the question-marker क्या before the statement.

क्या वह सच है ?

Is that true?

क्या आपका नाम पटेल है ?

Is your name Patel?

Pattern: क्या A B है ? Is A B?

These questions ask for a yes-or-no answer. The other kind of question asks for information, using a question-word.

वह देश कहां है ?

Where is that country?

आप कैसे हैं ?

How are you?

Notice that the question-word usually carries extra loudness or emphasis. Another such question-word is क्या what?

नाम क्या है ?

What's the name?

There are two क्या s. One is the question-word, usually translated what. The other is the question-marker क्या which is introduced in this unit. It comes at the beginning of the sentence and is not stressed. It is not translated by any English word. It merely indicates that the sentence is a question.

पाठ बारह

क्या वह देश बड़ा है ?
क्या वह गांव छोटा है ?
क्या वह प्रदेश नया है ?
क्या यह मकान पुराना है ?

काफ़ी बड़ा है ।
बहुत पुराना है ।
बिलकुल नया है ।

जी नहीं, इतना नया नहीं है ।

वहन जी, आप कहाँ की हैं ?
मैं भारत की हूँ ।
क्या वह देश बड़ा है ।
जी हाँ, काफ़ी बड़ा है ।

आप कहाँ के हैं ?
मैं बनारस का हूँ ।
क्या बनारस बड़ा शहर है ?
इतना बड़ा नहीं है ।
लेकिन काफ़ी बड़ा है ।

अट्ठाईस

क्या वह शहर पुराना है ?

Is that city old?

क्या यह प्रदेश छोटा है ?

Is this state small?

देश, प्रदेश, शहर, गाँव, मकान are all 'masculine' nouns.

They require आ endings on adjectives used with them.

This is true whether the adjectives are part of the same phrase

पुराना शहर है ।

It's an old city.

or not.

यह शहर पुराना है ।

This city is old.

Adjectives referring to पुलिग nouns have आ endings even if the noun isn't used in the same sentence.

काफी पुराना है ।

It's pretty old.

बिलकुल नया है ।

It's completely new.

इतना छोटा नहीं है ।

It's not so small.

These adjectives all have स्त्रीलिग forms with ई endings.

पुरानी राजधानी

old capital

छोटी गाड़ी

small car

There is another kind of adjective which does not change.

सुन्दर शहर

beautiful city

सुन्दर साड़ी

beautiful sari

हिन्दुस्तानी घर

Indian house

हिन्दुस्तानी औरत

Indian woman

The changeable adjectives are called 'marked adjectives' and the unchanging kind 'unmarked.' There are only two kinds.

पाठ तेरह

भारत पाकिस्तान से बड़ा है ।
केरल मद्रास से छोटा है ।
चंडीगढ़ बनारस से नया है ।

क्या अमरीका भारत से बड़ा है ?
क्या काश्मीर केरल से छोटा है ?
क्या आपका शहर इस शहर से बड़ा है ?

हिमालय पहाड़ सबसे ऊँचा है ।
ताजमहल सबसे सुन्दर है ।
सैनफ्रांसिस्को सबसे महान शहर है ।

भारत का सबसे बड़ा प्रदेश कौनसा है ?
दुनिया का सबसे ऊँचा पहाड़ कौनसा है ?
यहां का सबसे पुराना मकान कहां है ?

क्या यह सच है कि भारत का सबसे बड़ा प्रदेश
मध्य प्रदेश है ?

जी हाँ, इलाके में बड़ा है लेकिन आबादी में नहीं ।
तो आबादी में कौनसा बड़ा है ?
उत्तर प्रदेश बड़ा है ।

तीस

Comparison is expressed with than.

भारत बड़ा है ।

India is large.

भारत पाकिस्तान से बड़ा है ।

India is larger than Pakistan.

केरल छोटा है ।

Kerala is small.

केरल मद्रास से छोटा है ।

Kerala is smaller than Madras.

सबसे means most.

सबसे बड़ा शहर कलकत्ता है ।

The biggest city is Calcutta.

सबसे छोटा प्रदेश कौनसा है ?

Which is the smallest state?

Quiz each other with questions like those on p. २६.

These expressions will also be useful:

सबसे बड़ा आवादी में

largest in population

सबसे बड़ा इलाके में

largest in area

क्या यह सच है कि आप पाकिस्तानी हैं ?

Is it true that you're a Pakistani?

मेरा ख्याल यह है कि बहुत अच्छा है ।

My opinion is this, that it's very good.

मेरा मतलब यह है कि मुमकिन नहीं है ।

My meaning is this, that it isn't possible.

कि is used to connect two clauses.

तो ?

So? Then?

भारत की सब से लम्बी नदी कौनसी है ?
 वहाँ की सब से चौड़ी नदी कौनसी है ?
 इस देश की सब से नई रियासत कौनसी है ?
 देश की सब से अच्छी भाषा कौनसी है ?

आपकी सब से अच्छी साड़ी कौनसी है ?
 मेरी सबसे अच्छी साड़ी बनारसी है,
 और दूसरी कश्मीरी है ।
 यह साड़ी बहुत सुन्दर है । क्या मंहगी है ?
 जी नहीं, यह साड़ी सूत की है । काफ़ी सस्ती है ।

भारत की सबसे मीठी ज़वान कौनसी है ?
 वहाँ की सबसे मीठी ज़वान बंगाली है ।
 और आप का ख़याल क्या है ?
 मेरा ख़याल यह नहीं है ।
 अच्छा तो आप बताइये ।

बत्तीस

Use this unit to practice feminine nouns with ई -ending adjectives and की modifiers. Ask each other about the major rivers of various countries and states--the longest, broadest, deepest, and most beautiful. Ask the same questions about the main street (सड़क) of an important city of South Asia and the U.S.

The sari is always a topic of interest. Useful vocabulary:

Unmarked Adjectives		Marked Adjectives (feminine ending)	
लाल	red	पीली	yellow
सफ़ेद	white	नीली	blue
गुलाबी	rose	काली	black
सुन्दर	beautiful	महंगी	expensive
रेशमी	silken	सस्ती	inexpensive

गाड़ी is also an important subject to many Americans. The same adjectives can be used. Most vehicles are स्त्रीलिंग .

When adjectives are derived from nouns by adding ई they are unmarked (invariant).

ऊन	wool	ऊनी	woolen
सूत	cotton	सूती	made of cotton
गुलाब	rose	गुलाबी	rose-colored
बनारस	Banaras	बनारसी	Banaras-style
हिन्दुस्तान	India	हिन्दुस्तानी	Indian

और can also be an adjective: more

दो और

two more

और दीजिये ।

Please give me some more.

बम्बई की आबादी पैंतालीस लाख से ज़्यादा है ।
लाहोर की आबादी ढाई लाख है ।

मद्रास की आबादी पच्चीस लाख से कम है ।
वाशिंगटन की आबादी तीस लाख से कम है ।

लाहोर की आबादी दो लाख से कम नहीं है ।
वाशिंगटन की आबादी पच्चीस लाख से कम नहीं है ।

बम्बई की आबादी कम से कम चालीस लाख है ।

बम्बई की आबादी क्या है ?

लाहोर का आबादी क्या है ?
उसकी आबादी ढाई लाख है ।
उसकी आबादी तीन लाख से कम है ।
उसकी आबादी कम से कम दो लाख है ।

चौतीस

लाहोर की आबादी ढाई लाख है।

The population of Lahore is 2 1/2 lakh.

उसकी आबादी पैंतालीस लाख से ज़्यादा है।

Its population is more than 45 lakh.

Large numbers are said and written this way:

एक सौ	100
एक हजार	1,000
एक लाख	1,00,000
एक करोड़	1,00,00,000

Note also the special numbers 1 1/2 डेढ़ 2 1/2 ढाई

डेढ़ करोड़ से कम less than 1,50,00,000

Additional useful expressions:

कम से कम	at least
ज़्यादा से ज़्यादा	at most
लगभग	approximately

वहाँ सत्तर लाख लोग रहते हैं।

वहाँ पैंतालीस लाख लोग रहते हैं।

बम्बई की आबादी लगभग पैंतालीस लाख है।

कलकत्ता की आबादी लगभग सत्तर लाख है।

बम्बई में कम लोग रहते हैं।

वहाँ बहुत कम लोग रहते हैं।

बम्बई में कितने लोग रहते हैं ?

शहर की आबादी लगभग पैंतालीस लाख है।

क्या यह सच है ?

जी हाँ। कम से कम पैंतालीस लाख लोग वहाँ रहते हैं।

पाकिस्तान का सब से बड़ा शहर कौनसा है ?

कराची है। वहाँ दो करोड़ से ज़्यादा लोग रहते हैं।

छत्तीस

पाकिस्तान में कितने लोग रहते हैं ?

How many people live in Pakistan?

Use the verb रहते हैं to discuss again the population figures (in round numbers) of the cities and states of India, Pakistan, and neighboring countries, and of the U. S. Compare the sizes of your home towns.

Numbers are one of the more difficult vocabulary problems. Memorizing a number of true statements such as these will help you remember both the numbers and their meanings. Also continue using पाठ ७ daily.

More clichés:

अच्छी बात है ।
सही बात है ।
खुशी की बात है ।
अफ़सोस की बात है ।
क्या बात है ?
क्या हाल है ?
क्या हाल चाल है ?
आप की मेहरबानी है ।

That's good. Glad to hear it!
That's true.
That's great!
Too bad.
What's the matter?
How are things?
How's everything?
Thank you.

खुशी
अफ़सोस
मेहरबानी

happiness
sadness
kindness

हाल
हाल चाल }

state of affairs

आप कहाँ रहते हैं ?
किस शहर में रहते हैं ?

आप कहाँ रहती हैं ?
किस प्रदेश में रहती हैं ?

सिर्फ़ आदमी - बंवाई में रहता हूँ ।
 वहाँ रहता हूँ ।

सिर्फ़ औरतें - उस शहर में रहती हूँ ।
 बिहार में रहती हूँ ।

आप कहाँ रहते हैं ?
वर्जीनिया में रहता हूँ ।
और आप ?
मैं भी वर्जीनिया में रहती हूँ ।
और आप लोग ?
हम लोग वाशिंगटन में रहते हैं ।

अड़तीस

The verb live, remain has been introduced in these forms:

मैं रहता हूँ	(man speaking)
मैं रहती हूँ	(woman speaking)
आप रहते हैं	(to a man or men, or a group)
आप रहती हैं	(to a woman or women)
लोग रहते हैं	(about a group)

The present tense is formed with two words, which are called the participle and the auxiliary. The participle has the same endings as an adjective:

आ	with masculine singular subjects
ए	with masculine plural subjects
ई	with feminine subjects

The auxiliary verb is already familiar:

हूँ	with the subject मैं
हैं	with other singular subjects
हैं	with plural subjects

When it occurs alone, the auxiliary verb means am, is, are.

When the auxiliary and the participle are used together, the two do not have separate meanings.

In the negative, the auxiliary tends to be omitted.

दिल्ली में नहीं रहता, यहाँ रहता हूँ।

पाठ अठारह

उन्तालीस

सिर्फ आदमी - हिन्दी बोलता हूँ । क्रिकेट नहीं खेलता ।
उर्दू समझता हूँ । सिग्रेट नहीं पीता ।
अंग्रेज़ी पढ़ाता हूँ । प्याज़ नहीं खाता ।

सिर्फ औरतें - हिन्दुस्तानी जानती हूँ । अंग्रेज़ी नहीं बोलती ।
टेनिस खेलती हूँ । काम नहीं करती ।
खाना बनाती हूँ । उर्दू नहीं लिखती ।

क्या आप हिन्दी जानते हैं ? क्या आप साड़ी पहनती हैं ?
क्या आप उर्दू सीखते हैं ? क्या आप गोश्त खाती हैं ?
क्या आप काम करते हैं ? क्या आप खाना पकाती हैं ?

क्या आप हिन्दी जानते हैं ?
जी हाँ, जानता हूँ ।
और उर्दू ?
उर्दू उतनी नहीं समझता ।

क्या आप खाना बनाती हैं ?
जी हाँ, बनाती हूँ ।
कौन सा खाना बनाती हैं ?
आपका क्या मतलब है ?
मेरा मतलब है कि आप हिन्दुस्तानी खाना बनाती हैं
या अंग्रेज़ी ?
मैं सिर्फ हिन्दुस्तानी खाना बनाती हूँ ।

चालीस

These पाठ are mainly concerned with three grammatical dimensions which go under the traditional names of gender, number and person.

Gender:

The two genders, 'masculine' and 'feminine', were introduced in पाठ ६ as far as nouns are concerned. Marked adjectives adjust their endings according to the noun they refer to. (पाठ १२-१४) Expressions which refer to people also have gender, according to the sex of the person. (पाठ १०) (का phrases are like adjectives.)

Number:

Number is a two-way distinction: singular vs. plural. Hindi is much like English in its use of number. The pronoun आप for instance, always requires the plural verb हैं, just as English you requires the plural are. It can mean one person or several--no matter. आप is grammatically plural, always.

The plural number is used in referring to a group of persons or things; in referring to one person, the plural shows respect. Only children or persons of low rank should be talked about in the singular.

Person; the personal pronouns

It is customary to refer to three grammatical persons. The first person pronouns are मैं and हम. They require the verbs हूँ and हैं, respectively. आप is the only second person pronoun taught in this Introduction.

The singular third person pronouns are यह and वह. यह means this one, and is often translated he, she, or it. वह means that person or that thing, as well as he, she, it. The plurals are ये and वे. They can be translated they, these, or those. When they refer to a single person, they are translated he or she. (In informal speech, many people say ये for both यह and ये, and वो for वह and वे.)

यह, ये, वह, and वे or any noun can be substituted in the third person examples.

All of the grammatically plural pronouns can refer to one person (Many people use हम to mean I.) To make it clear that a group of people is meant, the noun लोग is often added:

आप लोग	you-all
वे लोग	those people, they
हम लोग	we (not only I)

बयालीस

The following examples show how person, number, and gender combine in a sentence consisting of a pronoun or noun as subject, a marked adjective, and a verb.

1	s	f	मैं थकी हूँ ।	I'm tired. (woman speaking)
1	s	m	मैं भूखा हूँ ।	I'm hungry. (man speaking)
2	p	f	आप अच्छी हैं ।	You're O.K. (to a woman)
2	p	m	आप गोरे हैं ।	You're fair. (to a man)
1	p	m	हम बूढ़े हैं ।	We are old. I am old.
3	s	f	नदी गहरी है ।	The river is deep.
3	s	m	पानी मैला है ।	The water is dirty.
3	p	f	सड़के चौड़ी हैं ।	The streets are wide.
3	p	m	वे काले हैं ।	They are black.

(The other possibility, first person plural feminine, is rare.)

The present participle consists of the root of the verb plus one of the endings ता ते ती . Here is the full list for the verb go:

	<u>Person</u>	<u>Gender</u>	<u>Number</u>
मैं जाता हूँ	1	mas.	sing.
मैं जाती हूँ	1	fem.	sing.
हम जाते हैं	1	mas.	pl.
आप जाते हैं	2	mas.	pl.
आप जाती हैं	2	fem.	pl.
यह जाता है	3	mas.	sing.
ये जाते हैं	3	mas.	pl.
यह जाती है	3	fem.	sing.
ये जाती हैं	3	fem.	pl.

Another form is the root plus the ending ना ; this is called the infinitive. This is the form listed in the dictionary. The verbs introduced on page ३६ (in their infinitive form):

बोलना	speak	खाना	eat
सीखना	learn	पढ़ाना	teach
जानना	know	लिखना	write
पढ़ना	study, read	पकाना	prepare
समझना	understand	पहनना	wear, put on
खेलना	play	पीना	drink

चवालीस

१	एक	११	ग्यारह	२१	इक्कीस
२	दो	१२	बारह	२२	बाईस
३	तीन	१३	तेरह	२३	तेईस
४	चार	१४	चौदह	२४	चौबीस
५	पांच	१५	पन्द्रह	२५	पच्चीस
६	छः	१६	सोलह	२६	छब्बीस
७	सात	१७	सत्रह	२७	सत्ताईस
८	आठ	१८	अट्ठारह	२८	अट्ठाईस
९	नौ	१९	उन्नीस	२९	उनतीस
१०	दस	२०	बीस	३०	तीस

३१	इकतीस	४१	इकतालीस	५१	इक्कावन
३२	बत्तीस	४२	बयालीस	५२	बावन
३३	तैंतीस	४३	तैंतालीस	५३	तिरपन्न
३४	चौंतीस	४४	चवालीस	५४	चौवन
३५	पैंतीस	४५	पैंतालीस	५५	पचपन्न
३६	छत्तीस	४६	छियालीस	५६	छप्पन्न
३७	सैंतीस	४७	सैंतालीस	५७	सत्तावन
३८	अड़तीस	४८	अड़तालीस	५८	अट्ठावन
३९	उन्तालीस	४९	उनचास	५९	उनसठ
४०	चालीस	५०	पचास	६०	साठ

मेरे चार भाई हैं।	मेरी बहुत बहनें हैं।
मेरे पांच छोटे भाई हैं।	मेरी तीन छोटी बहनें हैं।
मेरे एक बड़े भाई हैं।	मेरी एक बड़ी बहन हैं।
मेरा सिर्फ एक भाई है।	मेरी एक छोटी बहन है।
मेरा कोई भाई नहीं।	मेरी कोई बहन नहीं।
आपके कितने भाई हैं ?	आपकी कितनी बहनें हैं ?

आप के कितने भाई हैं ?	आप की कितनी बहनें हैं ?
मेरा सिर्फ एक भाई है।	मेरी दो बहनें हैं।
वह कहां रहता है ?	एक बड़ी, और एक छोटी।
यहां रहता है।	
स्कूल में पढ़ता है।	

आपके कितने भाई हैं ?
 मेरे दो भाई हैं, एक बड़े हैं और दूसरा छोटा।
 वे दोनों क्या करते हैं ?
 दोनों पढ़ते हैं। बड़े बी०ए० में हैं और छोटा नवीं क्लास में है।
 बड़ी खुशी की बात है।
 आज शाम को आप सब यहां खाना खाइये।
 अच्छी बात। आपकी बड़ी मेहरबानी।

मेरे दो भाई हैं।

I have two brothers.

मेरी दो बहनें हैं।

I have two sisters.

Obviously any attempt at word-for-word translation must be abandoned (unless you can be satisfied with something like 'Two brothers of mine exist.')

Plurals

Many masculine nouns have the same shape in the singular and the plural. Marked adjectives with पुलिग nouns have आ in the singular and ए in the plural.

मेरा छोटा भाई

my little brother

मेरे छोटे भाई

my little brothers

Many feminine nouns add एं for the plural. Adjective endings are ई for both singular and plural.

मेरी छोटी बहन

my little sister

मेरी छोटी बहनें

my little sisters

In talking about important or high-ranking people, the plural must be used. An older brother is always बड़े भाई, but a younger brother may be छोटा भाई. In the feminine, the noun doesn't change (and the adjective can't,) but the verb goes into the plural.

मेरी एक बड़ी बहन है।

I have one older sister.

पाठ बीस

सैंतालीस

मेरे दो भाई मुझ से बड़े हैं ।

वे तीनों भाई मुझ से छोटे हैं ।

मेरा एक भाई मुझसे बड़ा है ।

मेरी तीन बहनें मुझसे बड़ी हैं ।

उमर में दोनों बहनें मुझसे बड़ी हैं ।

ऊँचाई में मेरे भाई मुझसे लम्बे हैं ।

क्या आपके भाई-बहन आप से बड़े हैं ?

क्या ऊँचाई में आपके तीनों भाई आपसे बड़े हैं ?

क्या उमर में आपकी बहन आपसे छोटी है ?

आपके कितने भाई-बहन हैं ?

मेरे दो भाई हैं, एक बड़ा और एक छोटा ।

और एक बहन है ।

ऊँचाई में आपके बड़े भाई आपसे लम्बे हैं ?

जी नहीं, बड़े नहीं हैं । ऊँचाई में हम दोनों बराबर हैं ।

और आप की बहन ?

वे काफी छोटी हैं ।

The use of the participle ending with ता (ते, ती, or तीं) without any auxiliary gives a past and contrary-to-fact meaning.

मौसम अच्छा होता तो मैं जाता ।

If the weather had been good, I would have gone.

मैं जा सकती तो जरूर जाती ।

If I could have gone, I certainly would have.

For the negative, न is usually used:

आप गोشت न खाते तो तन्दुरुस्त हो जाते ।

If you hadn't eaten meat, you would have become healthy.

Notice the contrast:

अगर मैं आपकी जगह होता तो ऐसा न करता ।

I wouldn't have done it that way if I had been in your shoes.

अगर मैं आपकी जगह होऊं तो ऐसा न करूं ।

I wouldn't do that if I were you.

(मैं or पर is 'understood' after जगह.)

There are a few verbs which are sometimes used with ने, sometimes without ने tends to be used when the direct object is stated.

इन्होंने हिन्दी बोली ।

They spoke Hindi.

ये बोले ।

They spoke

हमने टेनिस खेली ।

We played tennis.

हम खेले ।

We played.

पाठ उनचाम

उनका दफ़्तर साढ़े आठ बजे खुलता है ।
सफ़र में कांच के वर्तन टूट-फूट जाते हैं ।
कल रात हवा से हमारी दोनों खिड़कियां खुल गईं ।
तस्वीरें फ़र्श पर गिरकर टूट गईं ।
हम अपने कपड़े धोबी से धुलवा लेंगे ।
माली अपनी चिट्ठी किसी से पढ़वा लेगा ।
उसने अपना काम किस से करवाया ?
आपने अपना फ़रनीचर कहां बनवाया ?
कल रात आपके घर में इतना शोर क्यों हो रहा था ?
कल रात जब आंधी चली तो हमारी दोनों खिड़कियां
खुल गईं और तस्वीरें फ़र्श पर गिरकर टूट गईं ।
बड़ा नुकसान हुआ ।
मैंने समझा कि आपके बच्चों ने कुछ कर दिया ?
जी नहीं, उन्होंने कुछ नहीं किया । हां मुझसे कल एक
गलती हो गई । मुझसे आपकी घड़ी टूट गई ।
मैंने बचाने की बहुत कोशिश की पर बच न सकी । चिंता
न कीजिये । मैं आपके लिये एक नई ला दूंगा ।
क्या आपने अपना फ़रनीचर यहीं बनवाया है ?
जी नहीं, बनवाया नहीं । हमने बना-बनाया खरीदा था ।
हमारे दोस्त ने अपने एक मिलने वाले की दुकान से
खरीदवाया था ।

Another kind of verb is sometimes called 'neuter passive.'
Neuter passives suggest that an action takes place of its own accord, or at least that nobody cares who the actor is.

बहुत नई इमारतें बन रही हैं ।

A lot of new buildings
are going up.

गाड़ियां हाथों हाथ बिक रही हैं ।

Cars are selling like hot
cakes. (from hand to hand.)

The actor can be mentioned, with से, but he is not to be blamed

मुझसे खिड़की टूट गई ।

The window broke (while I
was washing it) as an
accidental result of my
action.

Neuter passives are ordinary verbs (they have all the same forms and tenses as any other verb); they differ from other kinds only in that they must usually be translated by the passive voice (in English) and that they cannot enter into the passive construction explained in पाठ ५०.

There is another kind of causative verb which means 'get somebody else to do it'. These all end with वा.

सुलवाना to have someone go to sleep.

बच्चों को आया से सुलवाती हूं ।

I have the nurse put the
children to bed.

अपने कपड़े धोत्री से धुलवाता हूं ।

I get my clothes washed
by the washerman.

पाठ पंचम

कहा जाता है कि शान्ति स्थापित करने का प्रबन्ध किया जायेगा ।

देशों के बीच मित्रता का वातावरण पैदा किया जायेगा ।
विद्यार्थियों से अपील की गई है कि पढ़ाई पर अधिक ध्यान दें ।

यदि प्रबन्ध जल्द न किया गया तो अराजकता फैलने का डर है ।

पिछले वर्ष बहुत लोगों को सुरक्षित स्थानों पर ले जाया गया था ।

देशों में और देशों के बीच शान्ति कैसे स्थापित की जा सकती है ?

शान्ति स्थापित करना आसान काम नहीं है । शान्ति स्थापित करने के लिये बहुत से उपाय काम में लाये जा सकते हैं ।

विद्यार्थियों में अराजकता न फैलने दी जानी चाहिये ।

मजदूरों को उचित मजदूरी दी जाये । आम जनता की साधारण सुविधाओं पर भी पूरा ध्यान दिया जाना चाहिये ।

इस प्रकार की बातों पर यदि हर देश में शुरू से ध्यान दिया जाता तो आज संसार की यह दशा न होती । कहा जाता है कि जिन कुछ देशों में इन पर पूरा ध्यान दिया गया उनमें आजकल शान्ति पाई जाती है । इन्हीं तरीकों से देशों के बीच भी शान्ति स्थापित की जा सकती है ।

कहा जाता है ।

it is said

कहा जाएगा ।

it will be said.

कहा गया ।

it was said

(कहना say)

The passive voice is made by inserting one of the आ - ए - ई endings plus जा into the verb phrase. The result looks like the past form of the main verb plus some form of जाना. In the past tenses, जाना appears as गया.

If the direct object is mentioned in the direct case, the whole verb phrase agrees with it.

दरवाजा खोला जाएगा ।

the door will be opened

दरवाजे खोले जाएंगे ।

the doors will be opened

खिड़की खोली जाएगी ।

the window will be opened

खिड़कियां खोली जायेंगी ।

the windows will be opened

(खोलना open)

The contractions which normally occur in the past forms of करना, लेना, देना, पीना (see page १०८) occur also in the passive.

काम किया जाएगा ।

the job will be done

पैसे दिये जाएंगे ।

the money will be given

साड़ी साफ़ की जाएगी ।

the sari will be cleaned

If a 'clarifier' is used, it comes just before the passive marker. All other verb elements follow.

If the actor is mentioned, से is used..

यह किताब किस से लिखी गई ?

By whom was this book written?

The passive of a verb containing जाना produces the unusual form जाया.

सामान कुली से ले जाया गया ।

The luggage was taken away
by the porter.

पाठ इक्यावन

- १ अखबार पढ़ते पढ़ते मुझे अक्सर नींद आ जाती है ।
- २ परसों हमारी गाड़ी नदी में गिरते गिरते बच गई ।
- ३ कल रात मोटर-दुर्घटना से एक लड़का मरते मरते बचा ।
- ४ चलते चलते हम लोग उस गांव में पहुंच गये ।
- ५ हंसते हंसते हमारा पेट दुखने लगा ।

- ६ सोती हुई लड़की का मुंह खुला हुआ था ।
- ७ रोती हुई बच्ची को कमरे में छोड़कर वे बाजार चले गये ।
- ८ नदी का बहता हुआ पानी बड़ा सुन्दर लगता है ।

- ९ कपड़े पहनते हुए मुझे मालूम हुआ कि मेरी कमीज का एक बटन टूटा हुआ है ।
- १० कुछ औरतें साड़ियां पहने हुए आ रही थीं ।
- ११ आज वह लड़का बड़ी सुन्दर टाई पहने हुए है ।
- १२ मेरी कल की पहनी हुई जुराबें कहाँ हैं ।
- १३ आपकी लिखी हुई किताब मैंने पढ़ ली ।
- १४ मैंने उस लड़की को आपके पास बैठे हुए देखा ।
- १५ उन्होंने एक आदमी को आपके दरवाजे के बाहर खड़े हुए देखा ।
- १६ आठ दस औरतें सड़क पर खड़ी हुई थीं ।
- १७ जो आदमी कल आपके पास बैठा हुआ था उसका नाम क्या है ?
- १८ कुर्सी पर बैठते हुए वह आदमी नीचे गिरते गिरते बचा ।
- १९ दो तीन घंटे खड़े खड़े मैं बिलकुल थक गया ।
- २० उन्होंने यहां बैठे बैठे दो किताबें पढ़ लीं ।

1. I often fall asleep while reading the paper.
2. The day before yesterday, our car almost fell into the river.
3. Last night a boy was almost killed in an automobile accident.
4. We walked and walked, and finally we got to the village.
5. We laughed so hard we got a stomach ache.
6. The sleeping girl's mouth was open.
7. Leaving the crying girl in the room, they went shopping.
8. The flowing water of the river looks very pleasant.
9. While getting dressed I found that one of the buttons on my shirt was broken.
10. Some women wearing saris were coming.
11. That boy is wearing a very beautiful tie today.
12. Where are the socks I wore yesterday?
13. I read the book you wrote.
14. I saw the girl sitting by you.
15. They saw a man standing at your door.
16. About ten women were standing on the road.
17. What's the name of the man who was sitting next to you yesterday?
18. As he was sitting down, he almost fell.
19. Standing there two or three hours, I got very tired.
20. He read two books while sitting here.

You have met the basic structures of Hindi: the nouns, adjectives, pronouns, postpositions, verbs, and other kinds of words; the basic kinds of phrases, subject, direct object, indirect object, adverbial phrases, adjectival phrases and the verb phrases; the clause, which contains a verb phrase and possibly a variety of other phrases; and the sentence, in which several clauses may be combined.

On this base you can go on to build a real command of the language. Most of the grammatical structures which you do not immediately recognize are in fact combinations of elements you already know. In this unit are a few more combinations which are frequent in both spoken and written Hindi.

Verb participles can be used as adjectives. A form of हुआ may be added to mark this adjectival construction.

(1) with the present or imperfective participle:

सोती हुई लड़की
बहता हुआ पानी

the sleeping girl
the flowing water

(examples in sentences 6, 7, 8)

(2) with the past or perfective participle:

टूटा हुआ बटन
बैठा हुआ आदमी

a broken button
the seated man

(6, 9, 16, 17)

आपकी लिखी हुई किताब
मेरी कल की पहनी हुई जुराबें

the book which you wrote
the socks I wore yesterday
(12, 13)

(3) These adjectival phrases, like any others, may be used adverbially, in the oblique singular masculine form.

बैठते हुए
साड़ी पहनते हुए

taking a seat
while dressing
(9, 18)

साड़ियां पहने हुए
टाई पहने हुए

wearing saris
wearing a necktie
(10, 11, 14, 15)

(4) The adverb can be repeated.

चलते चलते
हंसते हंसते

walking constantly
laughing constantly
(1, 4, 5, 19, 20)

(5) मरते मरते
गिरते गिरते

on the brink of dying
on the brink of falling
(2, 3, 18)

Hindi has no verb have. It is therefore impossible to translate 'literally' any sentence that uses it. You have to stop and think what is meant.

In English we say 'I have two children.' Hindi uses for this a possessive adjective or का -phrase.

उनके दो बच्चे हैं। They have two children.

The same pattern is used for other relatives, body parts, and things you can hardly lose:

उसकी एक आंख है। He has one eye.

In English we say 'I have a headache.' In Hindi this can be 'There's a pain in my head.'

मेरे सिर में दर्द है।

Other kinds of illness are expressed with को.

मुझको जुकाम है। I have a cold.

मुझको बुखार था। I had a fever.

Ownership is usually expressed with पास.

मेरे पास दो गाड़ियां थीं।

उनके पास एक बड़ा सुन्दर कुत्ता था।

मेरे दोस्त के पास बड़ा अच्छा ड्राइवर है।

हमारे पास अपना घर नहीं होगा।

क्या आप लोगों के पास रहने के लिये बड़े-बड़े मकान हैं ?

When two or more verbs are used together, with the same subject, the endings of all but the last can be replaced by the special marker कर.

जाइये } जाकर देखिये । Go and see.
देखिये

खाना खाइये और वापस आइये । Eat and then come back.
खाना खाकर वापस आइये ।

This 'abbreviation marker' may appear as कर, के or करके.

If the root of the abbreviated verb is कर, के is the marker.

हम अपना काम करके घर गये । After doing our work, we went home.

The subject, if mentioned, is marked by ने only if the last verb requires it.

हमने घर जाकर काम किया । We went home and worked.

When a series of two or more verbs are put together the abbreviation marker 'कर (or के or करके)' can be omitted.

लेकर आइये Take it and come. (Bring it.)

This usually appears as ले आइये. Other very common examples are

ले जाना carry ले चलना bring along

When कर is 'understood', both verbs have their full meanings. Such combinations can be confusing because they look like a full verb plus a clarifier. वह खाना खा गया । can mean:

खाना खा कर गया । He ate and went.

or it can represent the main verb खाना plus the clarifier जाना :

वह सारा खाना खा गया । He ate it all up.

The difference between the meaning of the perfect participle by itself and the meaning of the perfect participle plus the past auxiliary is rather subtle, and not easily indicated by translation.

With the past auxiliary, the meaning is clearly in the past. मैं गया था | will be used wherever in English 'I had gone' is appropriate, but also in many cases where 'I went' is used.

The perfect participle alone often gives a suggestion of indefiniteness. It will be used in questions.

क्या आप गये ?

Did you go?

but if the asker thinks he knows the answer, the past auxiliary is added:

आप गये थे न ?

You did go, didn't you?

The auxiliary is also used to refer to an action that was definitely intended or planned, even if not carried out.

मैं नहीं गया था ।

I didn't go, after all.

The use of the present auxiliary shows some connection with the present or the very recent past.

आपने शादी की है ?

Have you gotten married?

If you believe that the person is not married now, you might ask:

शादी की थी ।

Have you ever married?

The past auxiliary separates the action mentioned from the present.

Verb Agreement

The verb can agree only with a direct case expression. If the subject is in the direct case, the verb agrees with it. If however the subject is oblique (with को or ने) the verb may come under the control of some other direct case expression. If a direct object is present and not marked by को the verb will agree with it. If no direct expression is available, the verb reverts to its neutral (masculine singular) form.

<u>subject</u>	<u>object</u>	<u>verb</u>
आप	यह किताब	पढ़ते थे ।

आपको	यह किताब	पढ़नी थी ।
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आपने	यह किताब	पढ़ी थी ।
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आपने	इस किताब को	पढ़ा था ।
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आपको	इस किताब को	पढ़ना था ।
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Verb Agreement

If the verb cannot agree with the subject of the sentence, it will agree with the nearest direct-case noun (which is usually the direct object.) There is one exception to this rule.

A few nouns, when used with करना, lose the power to control the verb.

हमने महात्मा जी के शब्द याद किये ।

We remembered his words.

हमने अपना पाठ याद किया ।

We memorized our lesson.

इन्होंने आपकी साड़ियां पसन्द कीं ।

She liked your saris.

इन्होंने हमारे शहर पसन्द किये ।

He liked our cities.

मैंने ये चीजें इस्तेमाल कीं ।

I used these things.

मैंने ये कमरा इस्तेमाल किया ।

I used this room.

Normally, याद, पसन्द, and इस्तेमाल are nouns, as in the examples below, but when used with करना they seem to lose their gender and number characteristics and become transparent, so to speak, allowing the effect of a preceding noun to pass through them and control the verb.

आपकी पसन्द अच्छी है ।

You have good taste.

मेरी याद इतनी अच्छी नहीं है ।

My memory isn't so good.

अंग्रेजी का इस्तेमाल अच्छा नहीं ।

It's bad to use English.

आगे आगे देखिये होता है क्या ।